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ABSTRACT

Eight papers selected from the CEC Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970) cover pre and inservice teacher training. The role of university personnel in the training of special education, training from the point of view of a director of special education, the role of the clinical professor in upgrading special education teacher training programs, two papers on the teacher as part of the special education training team, the how and why of inservice programs, and two presentations on professional preparation in recreation and physical education for the handicapped are featured. Other collections of papers from the conference are available as EC 031 526 (Social and Institutional Changes in Special Education), EC 031 527 (Administrative Procedures and Program Organization), EC 031 528 (Involvement of Parents in School Programs), and EC 031 529 (Teaching Strategies, Methods, and Instructional Materials). (CD)

Exceptional Children Conference Papers:
Pre- and Inservice Teacher Training

Papers Presented at the

Northwest Regional Conference

The Council for Exceptional Children

Vancouver, British Columbia

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Preface

Pre- and Inservice Teacher Training is a collection of 8 papers selected from those presented at the CEC Northwest Regional Conference in Vancouver, British Columbia, October 21-24, 1970. These papers were collected and compiled by The Council for Exceptional Children, Arlington, Virginia. Other collections of papers from the conference have been compiled and are available from the ERIC Document Reproduction Service. Other collections announced in this issue of Research in Education may be found by consulting the Institution Index under Council for Exceptional Children or the Subject Index under Exceptional Child Education. Titles of these other collections are:

Involvement of Parents in School Programs
Social abd Institutional Changes in Special Education
Teaching Strategies, Methods, and Instructional Materials
Administrative Procedures and Program Organization

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The Role of University Personnel in the Training of Special Educators

Sheila Lowenbraun
University of Washington

Though there are many areas in the preparation of the special education teacher at the University of Washington where innovation is under way, today we at this meeting will confine ourselves to one aspect: an analysis of the development of practicum facilities that provide a complimentary extension of didactic course work. The papers that are going to be presented today will attempt to give an overview of a project that was carried out by the University of Washington and the Isaqua, Washington school district. This project which is ongoing is an attempt to insure the professional development of the prospective special educators through coordination and cooperation between the university and an exemplary school district. The presenters will describe from each of their vantage points the steps taken to insure such an objective. We will therefore see the project from the prospective of the director of special education, the clinical supervisor, and the master teachers as well as from the point of view of the university, which I will present.

Practical experiences in teacher education have previously posed grave logistical and philosophical problems to college and university personnel. It has long been realized that successful role modeling in a practical situation is essential for maximum development of a prospective teacher, but it has often been impossible to maintain a core of high quality master teachers who

exemplify and practice the attitudes and skills consistent with those which we are teaching at the university. The result of learning one thing in a didactic course and seeing almost the opposite thing exemplified in practice is, at best, confusing and at worse, a disavowal of the didactic course work as being irrelevent to practice. Have you every heard the laments of the student teacher that, "I didn't learn a thing in my courses; the only thing that was helpful was my student teaching?" This may be taken as an articulation of the frustration that is felt by student who are placed in this predicament. We at the University of Washington's Special Education Department are convinced that to have affect, the philosophy of our special education program must be exemplified in practical experience. We have learned to have a high respect for the potency of modeling behavior. Therefore, we make every effort to teach our own course work in a manner in which we want the student to teach. For example, if we profess a belief in individualizing the instruction of children, we must also, if this is valid pedagogy, individualize the program of the prospective special educator to the greatest degree possible. In other words, we are asking the student not only to do as I say, but to do as I do.

Let me outline for you some of the major components of our philosophy at the University of Washington and describe briefly how they are being implemented in our special education department. Other later speakers will describe how this philosophy is also being implemented in the practicum situation. First, we believe in educating rather than training teachers. Thus, the title of our presentation was changed from "Innovations in Teacher Training" to "Innovations in Teacher Education." Training connotes a misleading sense of completion with the finalizing of the formal sequence. Training connotes stuffing with a finite number of facts.

Education, on the other hand, indicates a continuing process of growth that should extend throughout one's life. The ideal special educator's formal university preparation is but the beginning of such a process. However, if the process is not stimulating and consistent, the probability of continued growth is diminished. In short, training is filling baskets and education is lighting torches.

To carry this one step further, the special child must likewise be educated rather than trained, if he is to reach in adult life his full development as an individual. Prospective educators must be taught a core of imperically based and theoretical knowledge. They must also be taught the skills necessary to keep abreast of an emerging field. The knowledge may then be used by the teachers throughout their careers as a basis for developing general learning strategies and specific behavioral goals.

In university course work this philosophy is implemented by devoting large portions of each course to the teaching of general theories and imperical findings and to guiding the students to discover the practical classroom consequences of these findings. Next, we believe inindividualization of instruction, based on educational diagnosis and continuous evaluation. Besides teaching the practical skills necessary to implement this in special classrooms, we are trying in our own coursework to permit the prospective special educators to maximize their strengths and remediate their weaknesses through individual instruction. We maintain for this purpose an extensive collection of films, video-tapes, didactic materials, and program materials in special subjects. Students are encouraged to delve deeply into topics which interest them through individual resource projects. Programs leading to specific degrees are tailor made to meet the individual

requirements of students. Third, we believe that cooperation with peers is essential for maximum efficiency. In our own program, at least three courses this year will be team-taught utilizing the various strengths of several faculty members to bring together a unified presentation of materials for the benefit of the students. Cooperation among our students is fostered by the encouragement of group projects and group research efforts and by the elimination of competitive grading on the curve. Students are rewarded for cooperating rather than for competing with each other.

We believe in the multisensory approach to learning. Again, this is exemplified in the program by the abandonment by the professors of the straight lecture approach. We are instead endeavoring to use films, video tapes, overhead projecturals, discussion, simulation, creative dramatics, and other techniques for the forceful presentation of didactic material. By the way, if you have never used creative dramatics in a college classroom, it is a very rewarding experience.

We believe in the utility of the programmed model of learning, including the specification of objectives in behavioral terms. In keeping with this, all our courses have been replanned in behavioral terms and criterion have been developed. Learning is considered complete only when total mastery of the behavioral objectives has occurred. Professors hold themselves responsible for insuring that all the students master the essential information prior to receiving any grade in the course. Special education today cannot afford the half-learned any more than we would like to have our appendix removed by a doctor who had received a C in appendectomy. These and many other similar tenents comprise the philosophy of the University of Washington's special education area. If we are truly working toward

excellence in special education, we must provide for our students role models in practical situations to exemplify the tenets of our philosophy. We must have a core of master technicians who can work on instructional teams and differentiated job roles permitting specialization and cooperation among the staff. How many of the teachers who are present here today have had during their practice teaching the experience of being left after the first or second week in complete charge of the classroom? Through this instructional team approach the prospective teacher is built into the system, rather than left on a sink or swim basis. The system permits constant supervision during practice teaching. These master practitioners must know how to sequence curriculum materials, provide reinforcement at appropriate times, use the technology that is now available, and, most important, access the impact of the program on each child with precision. They must be embued with the concept of teaching to mastery before taking the next educational step. They must work in terms of district wide, global objectives always considering the individual child's progress to higher levels of education and most of all, where the exceptional child will be as an adult. They must see to it that a constant longitudinal thread is maintained throughout the child's four years, systematically leading to his vocational, social, and academic maturation. These master special educators should be articulate leaders who can translate their program to their fellow educators and to prospective special educators, with whose professional development they are charged, and to the community at large.

In summary, prospective educators of special children need a consistent, philosophical, and practical pattern to follow if their education is going to be effective. A most important aspect of this pattern is provided through the consistency

of thought and practice exemplified by the cooperation of university staffs, school district administrators, and master practitioners. The tables which follow will detail how this goal has been implemented in this case.

Training from a Director of Special Education's Point of View

Thomas Lehning
Issaquah Public Schools

Due to a very rapidly expanding base population in our school districts of approximately 15% a year, Issaquah schools have been evaluating their program, staff, and services. Part of this evaluation was to develop exemplary special education program. As a matter of strategy, the first step of the district was to study the present program. The basic purpose at this time was to see if the present program could be updated and strengthened. The district experienced difficulty in finding adequate, appropriate criteria to actually evaluate the program. After studying this particular problem, the difficulty proved to be the key decision in completely modifying the program. The district did not have clearly stated objectives and goals. And those that we did have were experessed in such general terms that they were of very little worth for effective program development.

The next thing that the district had to do was to look at the staff. The district felt that no concern within program development and management was most crucial to that of staffing. It was felt that the best programing could succeed, limp along, or fail because of the quality of the staff that's responsible for the implementation of any new programs. The evaluation revealed that the staff--the present staff that we had at the time--lacked the expertise of master practitioners that we were looking for. They exhibited weakness in techniques of evaluation that we thought were important. All expressed desires to work as a team, but were not well informed of effective team functioning. The need for inservice training was very

evident. The question that the district had was, being sensitive of the feelings of the staff and the concerns of the staff, just where do we begin.

We had some other concerns--what was the availability of other prepared master teachers, how to determine the best balance of lay and professional staffing, how to maintain master staff once we had it developed. Issaquah schools for many years has provided practicum experiences for teacher education. It was felt that if the district was to truly be exemplary the program must provide preservice training, role models, and philosophy that would be in harmony with the teacher institution that we were going to participate with.

In cooperation with the area of special education at the University of Washington the district has embarked on a five year plan to develop an exemplary program and we took the following steps. The first was to develop a curriculum based on a unified philosophy that from its conception had behavioral objectives, evaluations, and interventions built into it. The second was to develop an exemplary prototype for early identification and educational interventions for handicapped children. The third was working with the present and future staff in developing new methods of instruction such as use of individualized instruction, prescription teaching, inquiry methods, behavior modification techniques, and so on. The fourth was to use the district teaching workshop days to develop instructional skills in the present staff that we have, as well as new roles for personnel. The fifth was to develop the evaluation of new materials. The sixth was to begin ongoing research in the area of special education. The last, but not least, was using the Issaquah setting as a demonstration for educational programs for teachers.

Through joint action by the district and the university a decision was made to phase in program modification and not to administer it in one dose. We used the Matthewson framework for decision making to develop a philosophy to help determine policy. This policy provides a basis for planning which leads to establishment of a program using various procedures requiring specifically trained personnel in adequate facilities.

The first task, therefore, was to develop a philosophy. During the first year special education staff from the Issaquah district met frequently with staff from the area of special education at the University of Washington to establish a program philosophy. As evolved, the philosophy is one of individualized instruction for each student served, based on global programatic objectives. To accomplish this philosophy the Issaquah schools committed themselves to the building of new special education facilities, using a new organization of learning space which employs an open space concept. It is basically a team teaching concept with approximately three classroom areas, a resource preparation area, and a conference area with offices. Basically we have two different types of classrooms. At the district level we now have four classrooms at the elementary school, one at the junior high level, and we have another junior high that is now being built. At our new high school that is being built we will also have a little different takeoff from this, but the concept is the same. We will go into this in more detail later on in the presentation.

The next task was to develop an organizational structure that efficiently and functionally met both the district and the university objectives. The team approach was chosen to develop in all units. Each instructional team consisted of a team leader,

master teachers, and a teacher aide. Now the director's role was changed from one of coordinator of classroom activities to one of more executive leadership and program monitoring. The coordination of classroom activities and the parallel structure that we wanted in all units became the responsibility of a clinical supervisor working under the leadership of the director. The clinical supervisor is also an employee of the University of Washington and is charged with the responsibility of supervisor of practicums and internships in which the clinical supervisor, Miss Brown, will go into more detail of her relationship. However, we feel this is a new relationship. We are still experimenting with it, but we are very happy with the success of it so far and we feel that this might be a model for other educational cooperative programs between universities and districts in other areas.

Implicit to the new program's development was that all special education personnel at all levels work together during initial planning stages. As initial step for implementation of the program, inservice training was initiated for the staff. The approach at this stage was one of self improvement, achieving measurable changes in individual teacher's behavior and changes in behavior of staff as a unit. Changes in behavior of the staff were compiled, reviewed, and evaluated. As a result of this initial inservice training, some teachers chose to transfer from the program as would be expected. Others, due to our administration, were counseled out of the program.

Those who remained were totally committed to the program modification plan. With the assistance of the university any vacancies were more than adequately filled with a cadre of master teachers who were available. With these master teachers

available we had a summer project that provided advance inservice training for those teachers staffing the elementary special education centers to evaluate, adopt, and develop classroom procedures and materials.

The Issaquah school district feels that the development of long-term cooperative relationship with the University of Washington benefits both the district and the university. The district gains excellence in special education programing, and the university student gains practical experiences in teacher education with master teachers that exemplify the university philosophy.

The Role of The Clinical Professor in the Upgrading of Special Education Teacher Training Programs

Kateri Brow
University of Washington

As Mr. Lehning has just pointed out, when the university and the school district embarked upon this joint development of a practicum facility, there was a lot of close coordinating and cooperation that needed to take place between the administrators in both institutions. First of all, there was the idea of developing a philosophy that was going to guide the facility in developing the long-term objectives. Once this had been accomplished, then there was the necessity to relate these to the teachers. These teachers either remained with the program with the idea that they were going to be doing something that might be a little different from what had been going on in the past, or else they were counseled out of the program, or on their own decided not to join.

So as a role, the teacher role was pretty firm. The university and the school district decided that there was a need for a person to come in who would be working very closely with the teachers in the units to develop the kinds of skills and offer the kinds of assistance that the teachers would be needing. This became, or is developing into, the role of the clinical supervisor. As the role now stands, the clinical professor is jointly responsible to the administration in both the university area of special education and to the administration of the Issaquah school district.

He works primarily in three areas. The first of these is in helping individual building programs develop. The second area that the clinical supervisor

works in is developing a longitudinal curriculum. We're starting with elementary units. We have two elementary units, a junior high unit, and a high school unit. We are most concerned that the curricula that we develop will be longitudinal. In other words, that in the unit at the elementary level the children will gain certain skills and leave the elementary units with certain behavior that will carry them on to a junior high curriculum and then to a senior high curriculum. This has been another area in which the clinical supervisor has been used.

The third area is coordinating the program across levels. For instance, we want longitudinal development, but we also want parallel structuring to occur in both the elementary units. We are not saying that identifical programs have to be developed in all of the elementary units. But we are saying that we want certain things to be covered; we want to have a parallel structure, not an identical structure.

Talking now just for a minute about the programs in the buildings, the clinical supervisor enters an individual unit or building at the request of either the administration or the request of the teacher. Once in the building there are a variety of things that the clinical supervisor may be asked to do. I'll outline some of these briefly.

We are trying to develop in each unit differentiated job roles for each person in the unit. We have the lead teacher, the master teacher, the aides, the student interns, and the student teachers. So we're trying to fill in a system that will allow each of these persons to have a role, a definite defined role with definite responsibilities. This varies from time to time and from unit to unit and between even the people filling various roles. But basically we are concerned

with building in at least a minimum set of responsibilities for each person in the unit, for each position in the unit.

Sometimes, as it has been outlined, we're working on a program of ultimately individualized instruction. I guess the first step in that is to try to individualize curriculum. There are certain things in physical arrangement, in scheduling, in choice of materials and materials evaluation, the use of media, media materials and media tools--these are the kinds of things that the teacher or the administration may ask the clinical professor to go into the unit and help the teacher in gaining facility in working in these areas or helping them attain additional skills.

When we talk about individualized instruction, again we have to build in a census of the practicum facility that we're constructing. We have to build into the teachers who are working in the unit the skills that we are going to expect the students who are coming into the unit to leave with. We have to have a certain level of performance from the teachers in the unit so that they can pass this on to student teachers or interns. We have an outline that we run through to be sure that teachers have skills in which they diagnose this performance. Necessary to any program of individualized instruction, teachers have to be able to make academic diagnosis to find out just where the child is, where he's having his trouble, where we are going to need to plug in materials.

Sometimes help is really needed in constructing long-term goals and short-term goals. In our situation we try to keep these flexible because you never know when a child is going to reach a goal, if it's going to take twice as long or half as long. So we try to think roughly in terms of long-term objectives, six months. We try to

re-evaluate and relook at the progress every six months in terms of the long-term goals. The short-term goals can be thought of in terms of two weeks, but again this is a rough idea. We're not stamping ourselves to two week periods, but at least in a particular skill we need to really look carefully. Has that kid got to be sound and be down in two weeks, if that's our short-term goal--to have him learn to be sound? Has he got it?

Once you've diagnosed a child, found his long-term objectives, short-term objectives, then there's the problem of placement in materials. I think this is one of the things that teachers are continuously battling--what is available, how do we get to what is available, can we buy what is available, is it feasible? These are the kinds of questions that might come to the clinical supervisor--to answer, to research, to look out, and to see what is available, what would help.

We're also attempting to build a systematic way of collecting data and sorting data from each individual. We're trying to develop or have teachers establish some systematic way of getting data on their kids so that they're not overburdened with this idea of every night having to record so many thing. We want a realistic way and yet a feasible way, a useful way of recording the basic necessary data. This has been one area that the clinical supervisor has really been working on, initially in this demonstration of a practicum facility.

We also talk about mastery and criteria for mastery. We want to base program changes on data, but we also want to base them on how well the child is doing in what we are asking him to do. For example, if you're giving a social studies lesson, what would you say when the child is ready to move onto the next unit. You may say, what are my criteria for mastery here; how do I know he has learned what I

have presented? You are presenting a social studies unit or a science unit. Maybe your real concern is that the child has just been initiated or just been exposed to the material. But really if you're talking about a basic skill, like the sound of short a, you had better be pretty sure before you say the child has learned the sound of short a. He knows it initially, he knows it in the medial position. In other words, we have to decide when we are going to consider the skill learned in order to move on to the next one.

These are basically the areas in which we're thinking in terms of teacher expertise. I think that pretty well outlines the role of the clinical supervisor with one exception. There are times, I think, especially in this day when people are really concerned with using theories of reinforcement in the classroom. One of the things that we have discovered is that we really aren't paying much attention to or reinforcement of the kind of behavior that we want in teachers. So I think one of the big roles actually that the clinical supervisor fills is to tell the teachers when the job is done well and to point out to university staff and to school district staff that the effort that is going on. Lots of time when time runs short we don't stop to really look at the time energy that has been put into a project or put into a particular aspect of program development. But I think this has been probably the final area that has concerned the clinical supervisors.

The Teacher as Part of the Special Education Training Team

Bruce McIntosh
University of Washington

We've been talking about the district wide implications of this sort of planning and this university relationship. I'd like to talk particularly about the unit that we're involved in and the kind of program that is involved with our specific population. I want really to discuss it in terms of the teaching team of the unit, the population of the unit, the general curriculum flow, and our approach to daily scheduling.

First of all, the team hierarchy is starting again with our clinical supervisor being a sort of feed-in to the lead teacher. And the lead teacher in the unit is a liaison basically with the administrative personnel of the university and in the district. The lead teacher also has responsibility more or less for financial planning and coordination of the overall unit curriculum. She also has teaching responsibility for the higher level student, his early academic activities, and is in charge of social science activities which I will talk about later.

The second teacher is in charge of specific curriculum planning as regards his own population and is also in charge of coordinating the lower level curriculum with the third teacher in the area, and has teaching responsibility for the middle population--the preacademic level--and is in charge of the afternoon science session.

The third teacher is in charge of her own specific curriculum planning and

also in charge of the low level population--the preacademic and academic--and is in charge of the afternoon home economics group. The assistant in the unit has the main duty of preparing material and is in charge of the afternoon art/craft activities.

The population of the unit is 25 young children who have chronological ages between 6 and 12 years and are for the most part classed as educable. For this specific population, I'd like to make it very clear, an overall curriculum progression has been worked out. These lines are quite arbitrary with quite a bit of overlapping from one area to the next. I think it's mainly because there is a general flow as the student progresses and you don't think they jump from one area to the next. We'd like mainly to consider as basic to the learning process some kind of classroom behavior, so that the student is at least in a position to attend, to have had some things that are being taught him. Also, self help skills are being emphasized at this level--motoric skills and perceptual motor training with a specific program there and the beginnings of some academic readiness skills.

At level 2 or phase 2 we work in terms of academic readiness. Readiness skills are being continued as well as perceptual motor training. At this level also is an emphasis on group social skills and practical skills. The third thing is built into the curriculum so that the students are having to work on some sort of cooperative basis and need to socialize among themselves. And also at this level we're beginning some early academic skills.

At the third level I've sort of abandoned the academic skills. I originally put reading and math down, but I don't think that really tells very much about the type of things that we're doing. The approach to reading is an analytical approach rather than a cite-word type. And mathematical preparations in problem solving are

separated from rote computation. Also group social skills--that idealistic self inshade of learning I think probably should be self motivated. This type of thing where the student is presented with the problem and he will on his own accord with the ~~tool~~ tool that we have given him examine the problem and solve it on his own without continual reinforcement of the staff.

Our floor plan calls for a very well planned sequence of academic activities for each child, tailored hopefully as nearly as possible to his individual needs. Such a sequence must be based on accurate diagnosis, as Miss Brown discussed, and have restraints and deficits in terms of skills, acquisition rate, and input mode of each child. The skills are fairly self explanatory as is his acquisition rate. The type of diagnosis for acquisition rate necessarily must be carried on over a period of time. It's impossible to tell in one sitting how quickly a child learns new materials introduced in the academic setting.

As for input mode, we're discussing here how the child best learns the information that we give him--is it a visual input, or an auditory input, or a combination of both. It is useless to teach the child who has very poor auditory discrimination a very tight kinetic means of reading, for instance.

The first component of sequencing based on this type of diagnosis is based on long-term objectives as also discussed by Miss Brow, and the second component is short-term objectives. I might just reiterate slightly in terms of long-term objectives being at sort of two levels and the short-term objectives being like a stair steps, for instance, from one level to the other. On each short term objective we like to have the type of intervention which you've used in order to achieve that objective. That would be in terms of the actual methods which we used and how

successful it was. I could give an example--fir instance, the relationship between letter sound and letter name. The long term objective might be the association of letter sound/letter name association for the consonant "b" in the initial position. That seems rather fine, but if these are being reviewed on a weekly or biweekly basis they have to be pretty tight. Also, there can be a number of concurrent short term objectives.

In discussing the short term objectives, we will talk about the type of intervention used, whether it was a page in a book or a type of station work. Also some commentary would be necessary on whether it was efficacious or not, if not what new intervention we would use.

Also very necessary to this type of sequencing is a very tight daily schedule for the child. I will elaborate on some of the schema. This is an exemplary schedule and it is for a student who will be found in the middle population in our unit. Music activity is a group activity, a relaxed activity to begin the day. All the students take part in it. The middle population student would then go into the academic classroom. There are three classroom areas. One of them is an open semi-academic area where the younger population goes. The other is a more structured highly academic closed off classroom area to which the older two populations go.

The student would then go into this area to begin his math work which is the first activity of the morning. Stations will vary between 1, 2, and 3 as the student goes through the curriculum. The student goes to a station and does self initiated station work activity as an individual and it's usually correctable by the student himself or it's correctable by theteacher with a short look at it. It's not long involved work. These are built into the sequence of the curriculum and they are varied. Each

station has a different goal.

At the end of the time he goes to group work--this is a small group, not his entire group--for approximately ten minutes. The group work is used basically for introduction of new concepts or anything on which a teacher needs to interact with the student on a continual basis rather than on just a spot check. There follows a recess break, much welcomed by one and all, and then we return to perceptual motor work. This is a short period, about 15 minutes a day. The lower two groups enter in this and it's just an overall program that develops coordination.

The student then returns to the classroom for his first language activity, which in this case is station work. The entire group is rotated. Some of the children are at group work initially. This lets us deal with a greater number of children in a different way. He goes through his first station work that emphasizes some activity leading to reading. In this case, visual discrimination is currently one of them and the other one might be alphabet work. Then we go to a twenty minute group work period while the rest of the children are going to their stations. Again this is for production of new work.

Then the child progresses back to his seat again for individual seatwork. This is a reinforcement activity which is something that was also done in the group. It's a good way for the teacher to be able to ascertain how successful his presentation was to the group and to help those children who do not succeed after group work.

Then for the final period we do group language activity based on the Engleman program which is highly structured and calls for group and individual responses. We find it almost ideal for the population which we have. Then we go to the afternoon activity groups. Four numbers represent the activity groups--

number 1 being social studies; number 2 being arts crafts; number 3 would be science; number 4 would be home economics.

As you can see populations A and B would switch. Let us say they are the two high populations in the room. Populations C and D would switch midway through the afternoon so each teacher would be exposed to one of the two populations for half of the afternoon and the other of those two populations for the other half of the afternoon for a two week period.

Then the other two teachers would have the low populations and they would switch off. This allows coordination between academic related activity and a very nonacademic or at least a more enjoyable activity. Then after a two week period the two populations switch so that the teachers have the higher groups and then the lower groups and vice versa. This basically allows us all to ineract with all the pupils and all the pupils to interact with all of us on a rather informal basis and it allows a great deal more flexibility. It also allows us to know when we're planning sequences for curriculum about each individual student in the unit. If you don't teach the child or if you don't interact with him, it's very difficult to plan a curriculum sequence for him.

I've focused mainly on the children and our population unit and our team structure as it is set up. Mrs. Archer will now talk about the teacher education and intern education.

The Teacher as Part of the Special Education Training Team

Anita Archer
University of Washington

As has already been mentioned, part of our unit's association with the University of Washington is to serve as a practicum facility. Two types of students come to us each quarter to work within the unit. We have student teachers who are undergraduates who are fulfilling their requirements for certification in elementary education. We also have graduate interns who are either working on a doctorate degree or a masters degree at the University of Washington who will come into our unit for practicum experience.

First let me tell you a little bit about the integration and the program that a student teacher would follow within the unit. Their initial contact with the classroom is through what we call guided observation. Initially an assignment is given to the student teacher for a particular observation and notation that she should make during a day. In the beginning these are more general observations. For example, we might ask the student teacher to observe just the unit structure--organization of time and space by one of the classroom teachers within the unit. Or he may be asked to observe the type of curriculum materials used for a particular subject.

But initially they are quite general observations. After the end of the school day, the classroom staff will sit down with the practitioners and go over their observations, answer questions, and will set up a situation for them to observe on the following day. Gradually this observation will lead to more specific details

in the classroom. For instance, we might ask a student teacher to observe a particular child who has a motor deficiency and see how the curriculum materials are adapted to this child. So gradually the observations and the new notations that we require of the student teacher will become more specific.

During even this very initial step and to the practicum facility, there's a great deal of interaction and feedback between the staff and practitioner. While continuing these classroom observations, the student teacher moves into the second phase in the program. This is work with an individual in the classroom in a tutorial situation. He will usually work with one child in the academic areas, either reading or math.

When they first start working with this individual subject, all materials are prepared for the individual and procedures are carefully outlined for the teacher and for the student teacher by the classroom teacher who has responsibility for this child in this academic area. For instance, one student teacher now in the unit is working with a hard of hearing child in reading. We have carefully outlined and made up all the materials for the student teacher to utilize in this unit.

But gradually the student teacher is asked to assume more responsibility for determining objectives, measuring the growth of the child, and selecting or preparing relevant classroom materials. During this early tutorial work, this will usually occur the second or third week. The clinical supervisor and the classroom teachers are constantly available for observation and feedback. The student teacher is given not only verbal but written feedback on his work with this individual student.

While retaining responsibility for this tutorial project, the student teacher would then begin working with a small group in what we term our high interest areas,

which would be one of the afternoon activities--science, social studies, home ec, or crafts. At first he would begin planning and jointly carrying out activities with the classroom teacher who has responsibility for that high interest area. The average student teacher would gain more facility in planning and carrying out different units within a classroom. He would be required to do the planning more independently with final approval given by the supervising teacher.

Throughout the student teacher's initial contact with a small group, the classroom teacher is always available in the classroom. During this time daily feedback is given not only in a verbal sense with conferences at the end of the high interest period, but also written feedback is given daily. We can guide and we can point out the weaknesses and the strengths and begin developing right from the beginning the teacher's behavior that we would like to see occurring in the classroom. This will especially assist the student teacher as he will begin taking more responsibility in the academic areas we will enact.

It is very important at this time that the clinical supervisor is also available to work with the student teacher to give feedback after observing a classroom presentation or actually planning curriculum units and materials with the student. While assuming and maintaining independence in both his tutorial and his small group, high interest area, the student teacher will begin a concentrated effort in the major academic areas--reading and math. Depending on the previous background and training of the student, he may either begin interaction almost immediately with his small academic group including the planning of procedures and materials. It depends a great deal on his first three to four weeks of behavior within the classroom and also his academic background of curriculum materials. The student teacher may

be introduced more gradually into the academic areas. For instance, he may initially be asked to evaluate materials we utilize, or he may be asked to plan station tasks.

In all of the three classrooms, the children rotate between stations and small group work. So the student teacher may be asked to plan a certain type of activity that could be carried out relatively independently by the pupil that will meet a certain objective for that pupil. Also before his initial contact in the academic reading and math groups, the student teacher might be asked to monitor station work and to observe the children working on these tasks within the stations.

The student teacher's responsibility ultimately includes the planning of material, recorded data for one math and one reading group, and actually carrying out procedures and materials for that group.

During this period when he's working with an academic group, absolute maximum contact is maintained between the classroom teacher and the student teacher, continuing our same daily verbal and written feedback on his performance. ~~Also,~~ Also, the clinical supervisor, because she is available as a joint employee of the district and the university, is able to come in and observe on a more regular basis and see what is going on, working with the student teacher in curriculum planning.

Throughout these stages the first stage for the student teachers is observation in the classroom and then they move into tutorial work with an individual subject. The third p[illegible] of their program is working with a small group in a high interest area. The fourth is work in the academic areas with one reading and one math group.

Throughout this process the student teacher will retain all previous duties;

they do not drop the tutorial projects or the interaction with the small groups. So gradually they are assuming the responsibilities of the regular load of a classroom teacher.

Because the graduate intern is either working on his doctorate or his masters and has substantially different background needs in the practicum facility and requirements for a degree, the program also differs substantially. Prior to entering the unit or within the very first weeks of a practicum experience, the graduate intern with his university adviser, a professor at the university, would plan a project and make a proposed outline for his project. This project proposal will then be submitted to the lead teacher who would evaluate the project on measuring two criteria. The first is on how well we could fit this type of project into the unit and still have a somewhat consistent structure that already exists in the unit, and second the value of the proposed project to the unit and the pupils within the unit. There are various types of projects that could be carried out by a grduate intern--a proposal might be to given an educational diagnosis in one specific area, such as reading, for all the children within the unit and to evaluate the objectives that we had set for the children in terms of that diagnosis. This would meet both the criteria on which the lead teacher would judge the proposal. It could logistically be implemented within the unit and also would have a certain benefit to the unit and to the pupils within it.

So once the project has been approved by the lead teacher, the basic responsibility for implementation is with the university adviser, the professor with whom the intern is working at the university. The graduate intern may at any time seek assistance from the clinical supervisor or classroom teachers. However,

the role of the lead teacher becomes essentially one of management. For instance, in our example of the proposed project on diagnosis, the lead teacher would work out scheduling of pupils to fit within the existing structure, arranging of time, and finding space for the intern to work with them, possibly getting available materials in the district for use by the intern. But essentially it is a management role that the lead teacher would be carrying out.

The final evaluation of an intern's project is completed jointly by the university adviser and the university supervisor. So we serve basically two types of students as a practicum facility--student teachers and graduate interns working on masters or doctorate degrees. In our past experience we have found four aspects of our unit structure that have been particularly advantageous for establishing practicum facilities. The first one that seems to lend itself well for the utilization of our unit by practitioners is the fact that our classroom time is divided into various small segments--highly structured segments--during the day. Most of the children rotate on a 10 minute basis of stations, group work, and seatwork--a very exacting schedule for each pupil. Also in the afternoon, the area and the time is divided into subject areas. The benefit that we gain from having this structure is the integration of practitioners into classroom is that we can for instance for the student teacher gradually assign segments of time for them to take over. A teacher can take just 10 minutes out of a morning program in reading and this is what she will begin initially with her tutorial pupil. Also because the time is so well defined, we can reschedule pupils to work with a graduate intern.

The second aspect that we have found particularly help as far as being a practicum facility is that the unit space is carefully defined with demarcations

according to subject areas. There are specific parts of the classroom that are defined by arrangement of the furniture and by the kinds of material that you find in it for reading, math, science, social studies, craft, freetime areas, home ec areas, so that the types of areas within a classroom arevery carefully defined by the type of behavior that is expected within that area. Also we have numerous places for pupils to work, not only their individual desks but student stations at which they can do independent work. Also the unit space is defined according to teacher work areas.

This is beneficial for a practicum facility that must incorporate an influx of two or three additional personnel each quarter. The space is clearly defined with many focal areas. We can have numerous personnel within the same classroom not interfering with each other's activities.

The third aspect employed in the unit that seems particularly helpful to us as a practicum facility is that fact that we have team teaching. We have a staff of three classroom teachers and an assistant. The children are daily exposed to all of the teachers within the unit. Because of this they seem to be better able to cope with a continual overturn of additional personnel within the classroom. Also since the authority is spread over numerous people, the student teachers and graduate interns are able to maintain a teacher-student relationship with the pupils in the classroom. There's another advantage from having a team teaching situation as far as a practicum facility. The practitioner does get exposure to a variety of personalities, teaching methods, and specializations in the academic background of the classroom teachers.

Though the philosophy is quite consistent throughout the unit, as with

individuals there is quite a difference in the types of teaching methods that are used. Team teachers are also able to take a joint responsibility for the practitioners within the classroom. For instance when we have only one practitioner within the classroom, this means that three classroom teachers can assume different areas of responsibility for that practitioner. For instance, that practitioner might be assigned to one academic teacher for the tutorial project, another teacher for the academic interaction, or to a third teacher for the high interest area. Thus, we've shared the responsibility for that practitioner's education within the classroom. The fourth aspect that we have found particularly helpful to practitioners coming into the classroom is that we have a very heterogeneous pupil population with divergent ages and disabilities which gives them more experience with varying exceptionalities.

THE "WHY" AND "HOW" OF INSERVICE PROGRAMS

John M. Foy

Seattle Public Schools

Workshop for New Elementary Adjustment Teachers

This new class is designed for teachers new to elementary adjustment teaching. It will provide the new teachers with suggestions for implementing the Instruction Guide. The areas of the Guide which will be discussed are: Reading, Mathematics, Social Studies, Science, Art/Music, and Physical Education. Demonstrations of instructional materials used in the classes will be made.

Open to all new elementary adjustment teachers.
Requirements for credit: Attendance, participation, and instructor's assignments as directed.
One professional credit.

Teaching Severely Retarded Children

This new class is designed for teachers of the severely and profoundly retarded. It will provide the teachers with suggestions for implementing the Instruction Guide. New instructional materials will be demonstrated. Attainment lists will be developed for each level.

Open to teachers of the severely and profoundly retarded.
Requirements for credit: Attendance, participation, and instructor's assignments.
One professional credit.

Teaching Children with Language Problems

This course is a repetition of one given previously. It is designed primarily for adjustment teachers and speech and hearing therapists. There will be discussion of the normal development of language in children as well as of methods and materials used with children with language deficits.

Open to teachers of the mentally retarded and other interested personnel.
Requirements for credit: Attendance and a written report.
One professional credit.

The Teaching of Art for Special Education Teachers

This new class is designed for teachers of adjustment classes needing practical help in the teaching of art to adjustment pupils. Participants will be given experiences in the use of a variety of material and techniques. No previous art experience is necessary.

Open to all elementary and secondary adjustment teachers/Enrollment Limit: 20
Requirements for credit: Participation and art work as directed by the instructor.
One professional credit.

New Mathematics for Special Education

This course is a repetition of one given previously and will examine the content and the instructional methods in current elementary New Mathematics programs. Consideration will be given to the adaptation of this material to the teaching of New Mathematics to the educable mentally retarded.

Open to all elementary and secondary adjustment teachers.
Requirements for credit: Attendance, class participation, and a written statement demonstrating the participant's growth and understanding of the subject matter.
One professional credit.

Physical Education for the Handicapped Child

This new course will present current approaches to activities for the handicapped child. It will include games and game skills, movement education techniques, rhythm stunts, individual testing activities, and perceptual motor training activities.

Open to special education teachers/ Enrollment limit: 50
Requirements for credit: Attendance, participation, and a written report.
One professional credit.

The Teaching of Reading for Special Education Teachers

This new course will describe organization, structure, and procedure of reading groups. Emphasis will be placed on the techniques to develop pre-readiness and readiness skills, word attack skills, comprehension skills, and meaningful independent activities. The class will cover pre-primary, primary, and intermediate levels.

Open to all elementary and secondary adjustment teachers.
Requirements for credit: Attendance, class participation, written assignments as directed by instructor
One professional credit.

The Teaching of Music for Special Education Teachers

This new workshop is designed for elementary and secondary adjustment teachers who wish to further develop their skill in using and teaching "The Threshold To Music" program. Emphasis will be placed on adapting the material for the elementary adjustment classes.

Open to all elementary and secondary adjustment teachers.
Requirements for credit: Attendance, participation and instructor's assignments as directed
One professional credit.

PROFESSIONAL PREPARATION IN RECREATION AND PHYSICAL EDUCATION FOR THE HANDICAPPED

Edna P. Wooten
University of Oregon

It is difficult in some respect, to discuss the professional preparation of two distinct disciplines at the same time but with a "common thread of interest" being programs for the handicapped the task becomes easier. Just as the educational programs for the "normals" need a multidiscipline approach the same is true for the special student. In fact in some ways the multidiscipline contributions to the special student programs are, or, should be, more numerous than those for the regular student. Immediately comes to mind the physician, various therapists and psychologist in addition to the usually accepted academic disciplinarians.

At the outset I wish to point out that aperson prepared in either recreation or in physical education is not prepared to do the job of the other. I have found when going to different schools, both public and special, that the administrator is quite frustrated when he finds out that the recreation leader is not doing as good a job in physical education as he wants or vice versa. No longer is the physical educator trained in the other two areas of Health and Recreation as was the case twenty years ago. With the emphasis on specialization, a student must make his choice early in his undergraduate preparation. Even within the general area of physical education or recreation there are distinct areas of concentration in which a student may direct his energies. For example in Recreation, there are areas of Recreation Management, Outdoor Education, Therapeutic Recreation, Camping, Community Recreation, etc; and in Physical Education areas of Elementary, Secondary, Dance, Aquatic, K-12, Handicapped or Coaching. Thus the following discussion will be limited to the professional preparation opportunities on both the undergraduate and graduate level in Recreation and Physical Education for the Handicapped. The main

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emphasis in physical education being that of the effect of physical activity upon students with specific "limiting" condition and the contribution of such activity to the enrichment of the total education of the child. Since the emphasis is in Recreation Management at the Univerisity of Oregon the preparation for the handicapped is geared toward the recognition of the need of programs for special groups and how to meet this need in the local community. In both of these programs on the undergraduate level for those students interested in the area of the"Handicapped", course work is available on an elective basis. However, State certification in Physical Education requires a theory course in Adapted Physical Education thus such a course is part of the requirements for all physical education majors regardless of their choice of emphasis. In the last four years, practicum experiences in both physical education and recreation management in this area have been greatly expanded and many students are taking advantage of these opportunities. As part of their liberal education experience on the u.g. level those students interested in this special area are urged to use their elective hours in Special Education and/or Psychology. This past year we graduated the first u.g. P.E. major with a Special Education option. Working in cooperation with the Special Education Department to determine his program in that area. He currently is doing his Master in physical education for the handicapped with a supporting area in Special Education and teaching physical education for Special Education class in a local Elementary School as a practicum. Those u.g. students interested in either recreation and physical education of the handicapped do have the opportunity to have a program tailored to their interest even though such a program has not been identified as yet. A "core" of courses in both areas on the u.g. level is currently being designed for the special "option".

On the graduate level we find in both areas a specialized area on concentration for the Handicapped being offered. This area in Recreation Management is quite new and

and is an outgrowth of a planning grant received from BEH which is called Extend-Ed. Definitely an interdiscipline approach with special education, physical education and recreation management participating. Those students wishing to maintain their specific identity also have the opportunity to share in common courses and experiences with each of the other disciplines as is the case in "real life". The area of concentration in Physical Education, incorrectly named "correctives" has been in existence for twenty years at the University of Oregon, being one of the first such programs in the USA and still being one of the top three. In the past five years graduate offerings in this area on the National level has experienced tremendous growth. The greatest boost coming in the past year with Bureau of Education for Handicapped awarding fifteen "seeding" grants in order to establish grad offerings in this area. The University of Oregon has been an "unofficial" model in this area. Extend-Ed program is one of these grants, actually an expanded offering for the physical education program. Also on the National level our organization, AAHPER, has established a department of P.E. for the Handicapped under the direction of Dr. Julian Stein. This department has received a grant to organize three regional institutes for the sole purpose of "standardizing" professional preparation offerings on the graduate level. Those experts invited to contribute and participate in these institutes represent the "intradicipline", such as the Adapted Physical Educators, Corrective Therapists, Recreation Therapists, and Dance Therapists. From this list of "invited guests" one can observe that we have a sematic problem within our own "family." Until this is resolved how can we expect our colleauges in disciplines such as yours to understand us when you hear of program being referred to, and seemingly interchanged as synonymous, as corrective, adapted, special, theapeutics and/or orthopedics. All of my doctoral candidates whose main area of concentration is Physical Education for the Handicapped have as their supporting area , if out of our

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School, special education. On our campus we experience a most valued relationship with special education and its many areas of interest. We not only encourage students to take courses in each others areas but cooperate in writing grants, designing and conducting inservice and training workshops, act as guest lecturers and contributors to each others courses not to mention the participating in each others regional and national conferences by special invitation. Thus there has been a great growth in this area of specialization in these two fields. Some of this growth is a direct result of your demands and request for physical education and recreation as an integral part of the curriculum for the special student. We appreciate your concerns and support. This is one area in education where the demand is still greater than the supply.. Even though the supply is not adequate this is slowly being rectified in our professional preparation programs. However, there is one great void I have noticed in programs for the special student, either in the public school or special school which I feel you can help us eliminate. That is, I find the student placed in a special program has been tested, examined, evaluated, diagnosed or what have you and he is assigned a "place" in math, speech, reading, IQ, ect., but the area of motor development has been ignored or subjectively diagonsed as clumsy, awkward, or poorly coordinated. All these students are placed together in physical education yet a special assignment is given to each in other diciplines! Why not in Physical Education? No doubt it is our fault from two aspects, first, there are no universally accepted objective means of evaluating motor ability, motor development or coordination. Secondly, there is not enough specially trained people in this area to administer and evaluate those tests we do use. However my experience and research have shown a much refined evaluation in this area is possible and a special physical activity program can be designed for the student to better enhance his functioning and acceptability. Remember one thing, it is much easier to "keep secret" onds math and reading capacities but motor

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performance is for the "world to see".

It is hoped that continued multidisciplinary approach will grow on our campus and particularly so on those campuses where competition between departments is the emphasis instead of cooperation.

In the time alloted it is impossible to give the specifics of the course offerings or even a listing of courses but if anyone should desire more information I will be pleased to supply same. It has been most pleasant and personally rewarding to have been a part of your conference.

PROFESSIONAL PREPARATION OF RECREATIONAL PERSONNEL WORKING WITH HANDICAPPED

James Wallace, Lakeland Village School

It has been said that the future of any society depends upon how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship. Educators train students primarily according to the dictates of their curriculum. However, curriculum is not simply the concern of educators. It is the concern and responsibility of all members of a profession or specialty. Curriculum reflects the essential knowledge and competencies required of a practitioner. It is a profile of the profession.

Curriculum is particularly important when it serves as a primary means of incorporating into professional practices new knowledge and new methods. Changes are taking place rapidly in society that dictate that the role and function of therapeutic recreation service must change to meet new and emerging needs and challenges. These changes in society indicate that curriculum must also anticipate the skills and knowledge that will be needed in five or ten years.

Society is aware of the growing number of retarded and/or handicapped who need and expect assistance. In America, there are 6 million mentally retarded, 2 million mentally ill and some 42 million with physical handicaps including 1 million persons who are blind and visually handicapped and 1½ million with epilepsy. Handicapped children of school age number over 7 million.

There has been a revolution in the way in which society regards the mentally retarded individual. Educational, vocational, social and recreational services have developed significantly over the last 10 years in serving this special population. In general, the public and the profession are coming to accept the fact that recreation and leisure services not only are the right of the handicapped but are also a necessity for their health and well being.

Although rapid progress is now being made in schools for the retarded, a great unmet challenge is orientation into the community. Only when more people understand and accept retardation can the retarded child and his family function freely as community participants. Education, Recreation and Socialization situations must increasingly be provided by society for the exceptional child.

Recreation provides the transition tool for integrating mentally retarded and physically handicapped children into on-going community programs and facilities. Retarded children resemble normal children more than they differ from them--but they do differ. A competent, professional therapeutic recreation leader is required to compensate for the differences.

Growing needs for manpower are causing all professions to consider ways in which they will be able to meet the demands of the next five years, ten years and beyond. The therapeutic recreation specialty anticipates an 18,000 manpower deficit by 1980. Curricula must be developed which will provide the personnel to meet professional standards and service expectations and needs at various levels. The basic concept of the therapeutic recreation specialist is changing. The profession is moving out of the hospital into the community, to private and public schools. The client is any person who has special problems in recreation and leisure, ill, disabled, delinquent, culturally or socially deprived. Increased national attention has been focused on providing therapeutic recreation programs for the mentally retarded, both within the community structure and in institutions.

The therapeutic Recreation Leader in this changing, expanding field requires the specific structured education encompassing medically oriented classes, social welfare, special education, as well as regular recreation courses in conjunction with the loosely structured educational experience which can only be gleaned from a learning-by-doing situation such as community field study work or institutional practicum.

Lakeland Village, a residential school for mentally retarded, located in Washington near Spokane in the Inland Empire, utilizes a variety of federal, state, and local government grants as well as college and community programs. One such project has been formulated by the Western Interstate Commission for Higher Education, more commonly known as WICHE, to provide an incentive for students to enter the field of mental health/mental retardation in a professional capacity. Governors and officials of 13 states, Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming, decided to

pool resources so that a higher caliber of education and traing might be provided for persons from these states in their areas of specilization. Students are sponsored in actual or potential leadership positions and multi-disciplinary training and experience by providing college credit as well as a nominal stipend for ten weeks work which is paid by the agency or institution receiving the benefits of the student's services.

Another such grant that has enriched the therapeutic recreational situation for each one of Lakeland's 1,000 residents is the Title I, 89-313 funds through H.E.W. These monies enabled Lakeland to hire a full-time recreation staff of 50 to concentrate on developing various motor skills, social maturity, arts, crafts and musical abilities, physical coordination and language development. Progress of each resident is carefully charted through the use of a developmental check list.

Community programs such as 4-H, Boy Scouts and Campfire Girls are welcomed and play an integral part in the social progression of the more capable individuals preparing them for community living.

Local colleges and universities in the Spokane area, Whitworth College, Gonzaga University, Eastern Washington State College, Washington State University in Pullman and extending to University of Washington in Seattle, were encouraged to make use of these facilities as a training resource site thereby applying the learning-by-doing educational concept which enriches the student's training and enhances the resident's life. As a result of the college student's exposure to this social problem an atmosphere of tolerance was evolved. Residents participated in EWSC Homecoming festivities and other cultural and athletic college events on campus. Student reaction prompted their personal and academic involvement with these exceptional children.

Graduate student social workers from the University of Washington are currently fullfilling their practicum at Lakeland. Whitworth College has permanently assigned a Recreation Field Study course to be conducted on the Lakeland Village campus. Due to the relationship with Lakeland and the resulting increased awareness of the cial needs to deal with this social situation, EWSC has recently hired a therapeutic recreation instructor to initiate applicable curriculum.

Tremendous community support and enthusiasm was generated by yet another program--Special Olympics, which, as envisioned by the Jospeh P. Kennedy, Jr. Foundation, offers the opportunity for the mentally retarded individual to compete in a sports event that allows him to receive recognition, to gain a sense of belonging and to be a part of an activity that promotes physical and mental health. Many, varied, segments of the community from teenagers to the business community to senior citizens joined in this unique, exciting project.

The current trend of most institutions for exceptional children, in general, and Lakeland Village, in particular is to eventually offer their services primarily to the severe and profoundly handicapped individual; therefore, a comfortable place must be evolved in society in which the mild to moderately retarded person can live, work and enjoy social and recreational pursuits. Historically, the prime cause for failure of the mild to moderately retarded resident on vocational placement in the community has been the inability to develop appropriate leisure-time activities.

The inaguration of the Vista Key Friendship Club in San Francisco proved to be such an effective tool for providing adequate recreation and socialization that it is being initiated in Spokane. This club is designed to provide a pleasant, congenial atmosphere with a variety of programs for the participant's interest--constructive projects to fill idle time. The object is to make available friendly, wholesome surroundings where relaxation, recreational and social activities can be enjoyed during unoccupied hours by mentally retarded adults working and/or living in the city.

The film you are about to see shows 40 of the San Francisco Vista Key Club members who enrolled for a full semester at San Francisco State College, broadening their educational horizons, gaining poise in social situations and participating in extra-curricular college life. The members gained from their contact with the college; the students and administration benefitted from their exposure to the club members. Each gained new insight and awareness of the life-style of the other.